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first-day routine, discipline on playground and in classroom, punishment, the conduct of the recitation, the teacher's relation to the community, etc. While the book reflects nothing of recent educational science, it is a clear presentation of orthodox and conservative school management. The author's insistence, in the whole of a final chapter, on greater emphasis on oral reading in the upper grades represents conservatism perhaps even more than orthodoxy.

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*For the rural-school trustee.*—There has been an abundance of criticism of the country-school trustee. Not a few of the ills of the country school have been charged to his incompetence. Some efforts to aid him have been made through institutes and similar meetings, and a considerable literature has been put at the disposal of his colleague of the city through periodicals and books as well. President Showalter's *A Handbook for Rural School Officers*<sup>1</sup> is, however, rather unique in its effort to give the country trustee a comprehensive discussion of his duties, and the view of school problems necessary to their efficient performance. Very helpful indeed are the discussions of the local school organization to those of larger scope, of the proper transaction and recording of school-board business, of the importance of making a school budget, of cautious procedure in selecting a teacher, and of making the school a center in the community so that its leadership may be effective in securing its own improvement. Other chapters deal with consolidation, "redirected education," the place of home economics, manual training, and agriculture in the rural school, and of advantages which are only beginning to be thought possible in such a school. Appendix features are several score cards for rating rural schools and suggestions for community meetings.

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*The Administration of Village and Consolidated Schools.*—Another field not a little neglected in professional literature is the village school. Much has been written concerning the rural school, and more that is written seems to presuppose urban conditions everywhere. Ross L. Finney, assistant professor of educational sociology in the University of Minnesota, and Alfred L. Schafer, state high-school inspector in North Dakota, attempt in the present volume<sup>2</sup> to "translate" present-day thought on school administration into terms applicable to the conditions of the village and the consolidated school. Though the book is not large, its scope is broad, dealing briefly with almost all the phases of the conduct of such schools. In its general way, it should prove helpful to principal and superintendent and will point him to the more detailed studies he will need to know if he attempts the activities the authors suggest.

<sup>1</sup> N. D. SHOWALTER, *A Handbook for Rural School Officers* ("Riverside Textbooks in Education"), edited by Ellwood P. Cubberley. New York: Houghton Mifflin Co., 1920. Pp. xiii+213.

<sup>2</sup> ROSS L. FINNEY and ALFRED L. SCHAFER, *The Administration of Village and Consolidated Schools*. New York: Macmillan Co., 1920. Pp. xi+298. \$1.60.